

**Annual Report**  
**July 1, 2015–June 30, 2016**

## 2015-16 ADVISORY COUNCIL MEMBERS

Cynthia Cheshier, Chair	Knoxville
Chip Fair, Vice-Chair	Manchester
Dawn Bradley	Lebanon
Brian Brown	Lenoir City
Paula Brownyard	Jackson
David Craig	Columbia
Katie Culberson	Nashville
Janelle Glover	Nashville
Alfred Hacker	Athens
Kyle Hauth	Chattanooga
Mary Donnet Johnson	Knoxville
Jeff Ker	Brentwood
Catherine Knowles	Nashville
Debra Lane	Brighton
Mary Meador	Nashville
Amy Murphy	Nashville
Anne Robertson	Nashville
Sebrena St. John	Jonesborough
Chantal Hess-Taylor	Cordova
Shannon Taylor	Lexington
James Topp	Collierville
Jason Vance	Madisonville
Darlene Walden	Denmark
Rhonda Whitt	Nashville

State of Tennessee  
Bill Haslam, Governor beginning January 2011

Tennessee Department of Education  
Candice McQueen, Commissioner beginning January 2015

Tennessee Department of Education, Division of Special Populations  
Joey Hassell, Assistant Commissioner

Tennessee Department of Education, Division of Special Populations  
Assistant to the Advisory Council  
Ryan Mathis

## **Introduction**

State and federal guidelines require the Advisory Council for the Education of Student's with Disabilities (Council) to provide an annual report to the State Board of Education, the Tennessee Department of Education (department), the governor, and the state legislature. Information included in this report represents the progress made in programs for children with disabilities during fiscal year 2016. It is the Council's intention to work with the department's division of special populations to ensure the provision of appropriate services for children with disabilities throughout the State of Tennessee. This is accomplished through:

- Reporting by the division of special populations to the Council
- Council providing feedback to the division of special populations
- Public input presented to the Council
- Experiences of Council members, who represent consumers

## **Mission Statement**

The Council's mission is to influence policy that shall ensure student success.

## **Authority**

The Council was established in 1972 and is required by T.C.A. § 49-10-105. This legislation states that the Council shall advise and consult with the governor, the commissioner of education, the state board of education, and the director of the division of special education.

The Individuals with Disabilities Education Act (IDEA) § 1412(a) (21), requires states to establish and maintain an advisory panel to provide policy guidance on special education and related services for children with disabilities. The Council's duties include:

- Advising the department of unmet needs in the education of students with disabilities;
- Commenting publicly on any rules or regulations proposed by the state regarding the education of students with disabilities;
- Advising the department in developing evaluations and reporting data to the U.S. Secretary under Section 618;
- Advising the department in developing corrective actions plans to address findings identified in federal monitoring reports under this part;
- Advising the department in developing and implementing policies relating to the coordination of services for children with disabilities; and
- Advising the department in serving the needs of students with disabilities in adult prisons.

## PART ONE

### ADVISORY COUNCIL GOALS and RELATED ACTIVITIES

The Council's goals and related activities for the period of July 1, 2015–June 30, 2016 are outlined in this section. Additionally, there is a summary of the support provided by the department.

#### Goal 1

Promote improved student learning/outcomes, including **promoting inclusive educational services** that meet the needs of all students, regardless of their abilities, and promote a sense of belonging and mutual respect for all students while affirming each student's individuality.

#### Related Activities in Support of Goal 1

1. Council members were provided the department's division of special populations' beliefs, goals, and priorities in an effort to assist them in better understanding how their goals connect with the work of the department.

#### Beliefs

- Every student, from birth to high school graduation, can learn, demonstrate growth, and has the right to actively participate in high quality, research-based education that maximizes their potential in the least restrictive environment.
- Specialized education through IDEA Part C-Tennessee's Early Intervention System (TEIS), Part B-Pre-School (619), Part B (K-12), Title Programs-English language learners (ELL), homeless, migrants, and head start provide a continuum of services, not a place.
- Relationships with all stakeholders, based on respect and understanding will result in making decisions in the best interest of ALL students.
- Every staff member has the responsibility to teach, support, and encourage ALL students.
- Strong leadership at every level is the foundation of a collaborative and inclusive environment that supports ALL students.
- High quality professional learning, in conjunction with family and community supports, empowers all stakeholders to collaboratively build capacity for the success of ALL students.

#### Goals

- Improve student outcomes
- Manage performance

#### Priorities

- High-quality instruction and services for students
  - Promotion of developmental outcomes and family involvement for children birth to five years with developmental delays and/or disabilities.
  - A system of monitoring and accountability
  - Effective employees at every level
  - Optimization of our financial assets
2. Council members were presented an overview of Tennessee Aware, a five year federal grant to improve school based mental health services.
    - The project will develop a model for schools and will be distributed across the state.
    - Supports RTI<sup>2</sup>.
    - Once federal funding expires, Tennessee will continue the program.

3. Council members were provided an update on consolidated planning and monitoring, the office within the department that reviews and monitors school district financing and programs.
  - Shifting to outcomes
  - Will provide targeted assistance where it is most needed
  - On-site monitoring require three to four days at a school
  - Continuing with an improved web based monitoring system
4. Council members were provided a review of the State System Improvement Plan Phase II
  - Phase II is complete
  - 30 participating districts
  - State Personnel Development Grant (SPDG) will finance the SSIP activities
5. Educational Interpreter Task Force Update
  - Interpreter policy change states ASL interpreters must have a bachelor's degree and pass the performance test.
  - Strictly referring to interpreters of sign language only
  - If districts employ occupational or physical therapists, they are paid out of school services personnel salary scale. Educational interpreters will now be paid in accordance with the same salary scale if they have a bachelor's degree or show a commensurate level of experience and training.
  - Issue is student access to quality sign language interpreters.
  - The great majority of training, for those currently employed by districts, occurred in church group classes or clubs. They did not receive training from a certified ASL program.
  - Teachers are the content specialists. Interpreters ensure the content is accessible.
  - Average pay is \$14,000 a year in Tennessee while other state pay \$30,000 to \$40,000.
  - The hope is we will retain the quality interpreters we educate.

### **Department Support of Goal 1**

The department's support of goal one is evidenced by trend data collected and publicly reported via the chart below. This data reflects a high degree of year-to-year consistency in support of Tennessee's practice of including students with disabilities (SWD) in the regular educational environment.

### **Children with an individual education program (IEP) served inside the regular class 80 percent or more of the day\***

2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
56.32%	59.15%	62.33%	63.39%	63.41%	66.07%	70.18%

\*Source: Table 3 of the December 1, Federal Census Report.

### **Goal 2**

Promote expanded access and quality of services for students with disabilities (SWD) to better prepare them for **transition into independent living**, meaningful work or post-secondary education.

### **Related Activities in Support of Goal 2**

1. Council members received a review of Tennessee's proposed occupational diploma, which included the following key points:

- HB 620/SB 886 requires the state board of education to adopt an occupational diploma for students with disabilities.
- A task force is currently being developed. The task force will include representatives from the department, department of human services division of vocational rehabilitation, advocacy groups, and higher education.
- The occupational diploma program of study will include a combination of functional and community-based curriculum and is intended to meet the needs of a small group of students with disabilities who need a modified curriculum that focuses on post-school employment and independent living.
- Each student will complete a combination of hours from school-based vocational training, community-based vocational training, and paid employment.
- Students may be required to complete career and technical education courses for credit.
- The IEP team will make recommendation as to the appropriateness of the occupational diploma course of study for a particular student based on his/her post-school transition needs and goals.
- The occupational diploma is not a regular academic diploma. This program should only be considered if the pathway to a regular high school diploma is deemed inappropriate for a student even with the provision of modifications, accommodations, supplemental aids, and services.

### **Department Support of Goal 2**

1. The department provides resources on its website to assist in creating high school transition plans for SWD. Included is secondary transition planning guidelines, professional development opportunities, and secondary links of interest. This information is located ([here](#)).
2. Occupational Diploma
  - This year all Tennessee public high schools are able to offer the occupational diploma.
  - Three live webinars were offered in the fall and each was attended by parents, school staff, and advocacy groups.
  - Disability Rights in Tennessee and Tennessee Works will offer training on why employers should seek to hire individuals with disabilities.
  - On February 11, 2016, there was a webinar for attorneys, who are in-house council for companies that may hire people with disabilities. Human resources staff will also be included. Continuing legal education credit will be awarded through the Tennessee Bar Association.
  - Occupational diplomas have been printed and can be ordered through the department through the same process used to order general education diplomas.

### **Goal 3**

Promote the use of **ongoing assessments and unique accommodations** that will accurately evaluate SWD, while considering the scope of individual needs encountered.

### **Related Activities in Support of Goal 3**

1. National Center and State Collaborative (NCSC)

- NCSC name is changing but not finalized
  - NCSC was a project and is ending.
  - Finalizing RFP to go out by the end of July.
  - Alternate Science & Social Studies will stay the same.
  - Test is finalized and operational
  - Round one trainings begin in August
  - Round two trainings will be in winter
  - Teachers must take quizzes to be qualified to administer the test
  - Two month window (February & March) for admin test
  - Standards setting going on in November ⌘ Soon ready for 2015-16 school year
2. Council members were provided an update on consolidated planning and monitoring, the office within the department that reviews and monitors school district financing and programs.
- Shifting to outcomes
  - Will provide targeted assistance where it is most needed
  - On-site monitoring require three to four days at a school
  - Continuing with an improved web based monitoring system

### **Department Support of Goal 3**

1. For purposes of measuring growth and achievement of SWD the department collects data on performance in math and reading as measured by state assessments. Collection occurs annually and is submitted to the U.S. Department of Education, office of special education programs (OSEP) through Tennessee's annual performance report (APR) – Indicator #3. A summary of statewide performance for the 2015-16 school year is below.

#### **2015-16 Math Assessment Data**

67,701 children with IEPs who received a valid score and a proficiency was assigned  
 18,615 children with IEPs proficient  
 30.33% 2013-14 Data  
 33.33% 2014-15 Target  
 27.50% 2014-15 Data

#### **2015-16 State Reading Assessment Data**

67,653 children with IEPs who received a valid score and a proficiency was assigned  
 14,244 children with IEPs proficient  
 29.08% 2013-14 Data  
 32.08% 2014-15 Target  
 21.05% 2014-15 Data

### **Source: FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

2. The state testing accommodations manual, Tennessee Department of Education Procedures for Participation of Students in Tennessee's Assessment System was developed and distributed to all superintendents and special education supervisors to provide guidance on the administration of state assessments for the school year.
3. The department provided Council members with the below update on the Tennessee Value Added Assessment System (TVAAS).

- Legislation was passed to include special education students in growth scores for individual teachers.
  - When legislation passed, the department sent out guidance to teachers on how to claim SPED students.
  - Claiming is a logistical part of growth score calculations.
  - A site visit to the Sequatchie County School District revealed that they are doing an exemplary job of claiming.
  - Special educators have now received growth scores for the first time.
  - Many K-2 teachers received growth scores for the first time.
  - An estimated 3000 more teachers received growth scores last school year due to the addition of special educators to this system.
  - The majority of the feedback from special educators has been positive.
  - A concern is that general education inclusion teachers' attention may be taken away from special education students in favor of regular education students.
4. Dyslexia: Senate Bill 2635/House Bill 2616
- [Understanding Dyslexia](#) was developed to provide guidance to parents and educators around dyslexia.
  - Legislation is being reviewed regarding how dyslexia and dyslexia screenings might align to the RTI framework.

#### **Goal 4**

Promote increased **quality and quantity of special educators**, general educators, and para professionals serving eligible children and youth with disabilities.

#### **Related Activities in Support of Goal 4**

1. Council members were invited to attend, at no cost, an annual conference sponsored by the department. The conference is designed to provide special educators and other professionals in the field of public education with opportunities to improve their instructional skills and learn new instructional strategies. The conference includes:
  - One day mini conferences on high interest topics such as high school transition planning;
  - Renowned keynote speakers including national experts on middle and high school RTI<sup>2</sup>; outstanding classroom teachers sharing testimonials about their successes in teaching SWD, and the commissioner of the department; and
  - Breakout sessions that address all aspects of teaching SWD including academic and functional skills instruction, provision of related services, state testing and accompanying accommodations, and writing appropriate IEPs.

#### **Department Support of Goal 4**

1. The department provides numerous opportunities for teachers and other school district staff to receive the most up to date training on initiatives related to the instruction of SWD. Trainings provided include:
  - RTI<sup>2</sup> Framework Modules: The department in collaboration with Middle Tennessee State University prepared online modules designed to offer explicit professional development relative to RTI<sup>2</sup>. Topics included Tiers I-III, goal setting, analyzing data, and RTI<sup>2</sup> for ELL populations.
  - The occupational diploma, which included skills, knowledge, and experience mastery assessment (SKEMA).



- Writing Instructionally Appropriate IEPs (IAIEP)/
  - Training for school psychologists on implementation of RTI<sup>2</sup> including:
    - Diagnosis for classification to diagnosis for instruction
    - Classifications and definitions for the identification of learning disabilities: an evaluation of the research.
    - Evaluating the effectiveness of RTI<sup>2</sup> systems
    - Comprehensive evaluations: pathways to evidence-based interventions.
2. Sign Language Interpreters
- Tennessee needs high quality sign language interpreters.
  - Interpreters do more than just translate speech to sign and sign to speech. They are teaching primary language to persons for whom they are interpreting. They are helping individuals develop more sophisticated vocabulary, to move from single word sentences to more complex sentences, and to think more abstractly and thoroughly.
  - Sign language interpreters are paid almost twice as much in states other than Tennessee.
  - The Tennessee proposal for licensure would require candidates to have a bachelor's degree, hold a national certificate from a national program, and have passed the Educational Interpreters Proficiency Assessment.
  - For existing interpreters, who do not have licensure, there will be opportunity to earn licensure by obtaining a letter of support from the school district where they are employed and pass the written portion of the proficiency assessment. These two requirements must be attained within a five year period.
  - Newly hired but unlicensed interpreters, will need to have an associate's degree with a 3.0 on the proficiency assessment and complete continuing education.
3. Disability Standards
- 50 to 75 people volunteered to serve on the Disability Standards Review Committee, which met on March 15.
  - Almost every disability category was recommended for revision.
  - The Council will received a copy of the current disability standards, and a copy of the recommended revisions in order to review and provide comments.
  - The recommendations and relevant feedback from stakeholders will be combined and to presented it to the state board for the final read in October 2016.
  - The goal is for these revisions to take effect in July 2017. Trainings will take place when revisions are approved.

## **Goal 5**

Promote **sufficient funding for special education services** and encourage the equitable distribution and utilization of funds to promote best practices for students with special needs.

## **Related Activities in Support of Goal 5**

1. Individualized Education Accounts
  - Information was presented to council members regarding the State's Individualized Education Accounts (IEA program), which places public funds designated for an eligible special needs child in an account that Tennessee parents can use to cover

the cost of their child's unique needs, including private school tuition, online education, homeschooling, tutoring, therapies, and other approved expenses.

- The council makes the following recommendations regarding the IEA program:
  - Requests the IEA program include the following as part of their mission: 1) Protect Children, 2) Inform Parents – ensure parents have a true understanding of what they are signing when they accept funds, and 3) Limit fraud.
  - Suggests a reimbursement strategy rather than direct allocation
  - Parents must understand they are waiving their right to services provided through federal funds.

## 2. Disability Criteria Revision

- Funds were used to support the review and revision of disability criteria. Sixty volunteers with special education expertise served on the Disability Standards Review Committee. The advisory council was provided an overview and copy of the recommended revisions and provided feedback during the review process.

## 3. Educational Interpreter Task Force

- Interpreter policy change states that American Sign Language (ASL) Interpreters must have a Bachelor's degree and pass the performance test.
- Strictly refers to interpreters of sign language only.
- If districts employ Occupational or Physical Therapists, they are paid out of School Services Personnel Salary Scale. Educational interpreters will now be paid in accordance with the same salary scale if they have a Bachelor's degree or show a commensurate level of experience and training.
- The issue addressed by this change is student access to quality sign language interpreters.
- The great majority of training, for those currently employed by districts, occurred in church group classes or clubs. They did not receive training from a certified ASL program.
- Teachers are the content specialists. Interpreters ensure the content is accessible.
- Average pay is \$14,000 a year in TN
- Other states pay \$30,000 to \$40,000

## Department Support of Goal 5

1. The department follows federal guidelines in the distribution of flow through funding to school districts for the provision of services for SWD. For the 2015-16 school year, the total flow-thru to school districts from both 611 and 619 grant funds was \$209,758,985. All flow-through funds are utilized to provide special education and related services at the local level.

## **Four year longitudinal funding for the Education of SWD**

<b>Federal Program Source of Funds</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b><u>IDEA, Part B Grant Funds (611 Grant Award)</u></b>	\$235,216,929.00	\$234,411,003.00	\$236,516,628	\$224,140,015	\$234,140,015
Flow through to districts	\$207,324,222.00	\$206,191,415.00	\$207,323,428	\$194,294,514	\$204,294,514
Total discretionary set-	\$23,373,184.00	\$23,647,088.00	\$22,011,433	\$25,009,452	\$25,009,452

aside					
<b>IDEA Preschool Grant Funds (619 Grant Award)</b>	\$6,775,229	\$6,762,357	\$6, 750,220	\$6,416, 316	\$6,4
Flow through to districts	\$5,001,619	\$5,054,298	\$5,537,891	\$ 5,850,223	\$5,3
Total discretionary set-aside	\$1,418,888	\$1,353,338	\$1,211,329	\$1,566,093	\$7

2. Provision of discretionary grants from the department to school districts.
  - Discretionary grant funds are awarded based on submission of application and approval by the department.
  - Grant funds are most often distributed to those districts proposing to improve educational outcomes for SWD by improving achievement on statewide assessments, reducing drop out and increasing graduation rates, provision of improved transition programs, or increased participation of SWD in the least restrictive environment.
  - There are two discretionary grant opportunities, serving SWD ages 3–5 and ages 6–21.
    - Districts may apply for discretionary grants until the end of January each year.
    - The department notifies districts of their grant awards by the end of April or first of May each school year.

## **Goal 6**

Promote improved **use and application of State and local data** related to special education to improve outcomes for students with disabilities.

### **Related Activities in Support of Goal 6**

1. Data on SWD is reviewed regularly with Council members. Data most pertinent to Council member awareness includes:
  - SWD enrollment ages 6–21 and how Tennessee compares with the rest of the nation.
  - Percent of SWD by category and how Tennessee compares to the rest of the nation.
  - Graduation rates for SWD.
  - Educational environments for SWD ages 3–5.
  - Regular education settings for SWDs0 Note: Inclusion of Tennessee students is on par with the nation. Tennessee continues to strive to move this number up.
  - Disciplinary removals of SWD.
  - Post school outcomes. Survey data is collected on Tennessee's exited SWD in relation to their postsecondary activities.
2. Isolation and restraint data briefing was provided for Council members including the following key points for 2014-15:
  - House Bill No. 1336 – requires school district review of all incidents of isolation/restraint.
    - The review is to include a count of the number of incidents, number of school personnel involved who were trained or not trained, number of injuries, deaths or damage which may have occurred, timeliness of parent notification, demographic information about the students in isolation or restraint
  - School district reporting will be semi-annually (i.e., December and June).
  - Release of data by the district and then by school within the district.

## **Department Support of Goal 6**

1. Data on SWD is collected per state and federal mandate and includes but is not limited to:
  - Number of SWD through the annual December 1 census count
  - Trend data reported in the APR including:
    - Percentages of SWD placed in inclusive settings
    - State assessment results for SWD
    - Personnel serving SWD
    - Funding for SWD
    - State and local communication related to SWD
    - School-wide positive behavior supports in place for SWD
    - High school transition planning data collected on the seven components of a high school transition plan.
    - Data collected on the postsecondary activities of SWD after exiting school district as reported below for 2014-15.
      - 18 percent of student reporters are in higher education.
      - 34 percent of student reporters are in competitive employment.
      - 66 percent of student reporters are employed or in a school setting.
      - 34 percent of student reporters are not engaged in anything.
      - 52 percent of students responded to the survey.
2. Needs Intervention School Districts
  - APR local determinations (89 districts met requirements, 34 fell into the needs assistance category, and 16 fell into the needs intervention category).
  - Both needs assistance and needs intervention districts were required to submit improvement plans which were then posted to ePlan.
  - Additionally, the needs intervention districts were required to participate in needs assessment site visits. Department staff conducted the site visits for each of the 16 needs intervention districts. Once a site visit meeting was completed, an improvement plan was developed.
  - Phase 1 of state systemic improvement plan (SSIP) was done in 2014-15. The department is now in Phase 2.
  - The goal is to increase the percentage of students with a specific learning disability, scoring at or above basic in grades three through eight, in reading and language arts assessments.
  - A survey was distributed, in the fall of 2015, to gather input on the department infrastructure, evidenced-based practices, and how the SSIP should be evaluated. Three primary concerns were communication, funding, and time to implement proposed strategies effectively
3. Council members were provided an update on consolidated planning and monitoring, the office within the department that reviews and monitors school district financing and programs.
  - Shifting to outcomes
  - Will provide targeted assistance where it is most needed
  - On-site monitoring require three to four days at a school
  - Continuing with an improved web based monitoring system

## **Goal 7**

Promote **enhanced communication** among the community, educators, the SEA and other stakeholders on special education services.

### **Related Activities in Support of Goal 7**

1. The Council has been made aware of and commends the department for its informative website ([here](#)) benefitting educators, stakeholders and the community. The site is rich with pertinent information pertaining to services for students with disabilities including evaluation and eligibility requirements, data, resources, and training for teaching professional development.
2. The Council's website ([here](#)) provides up to date information on the activities and work of the Council.
3. IDEA dispute resolution options serve to support improved communication between district staff and parents of SWD. Results for 2014-15 include:
  - Written complaints: 80 filed with 20 resulting in findings of non -compliance (¼).
  - Due process hearings: 55 filed with one going to a full hearing.
  - Resolution sessions convened within 15 days of a due process hearing request. Fifty-seven percent of issues going to resolution session were resolved.
4. Individualized Education Account (IEA)
  - Proposed rules will go before the state board of education for first read. Will go before the board in January, 2016 for the final read.
  - The law requires students to be enrolled in a public school for one full school year prior to be eligible for an IEA. Students in private schools and homeschools will not be eligible.
  - Parents, in this program, are solely responsible for the education of their children.
  - Once enrolled, the contract will be in effect for one year and re-enrollment must occur each year to renew the contract.
  - This law is in effect a waiver of IDEA. That does not mean it's a waiver of Section 504 with respect to private entities who are recipients of federal funds. A particular court case (i.e., letters to McKeefe) talks about the waiver of IDEA and 504. Any entity who is a recipient of federal funds, who participates in this program, be it a participating school, or a participating provider, has an affirmative duty to advise people who participate in their programs of their rights under section 504 of the rehabilitation act. The department will not have an affirmative view to monitor those people by virtue of the revocation of rights by participation in this program.
5. Council members were provided an update on consolidated planning and monitoring, the office within the department that reviews and monitors school district financing and programs.
  - Shifting to outcomes
  - Will provide targeted assistance where it is most needed
  - On-site monitoring require three to four days at a school
  - Continuing with an improved web based monitoring system

### **Department Support of Goal 7**

1. The home page of the department's website includes an array of Tennessee public education information, including an entire subset on special education services.
2. The department provides opportunity for participation of all Council members in meetings both in person as well as via video recording. Recordings of all meetings are maintained on the Council's website.
3. In order to assist special education supervisors from across the state in staying informed of department happenings, the department distributes bi-weekly information to supervisors via an electronic newsletter with Council members included on the distribution list. Copies of all newsletters are archived and may be viewed upon submission of a request.

### **Goal 8**

Encourage implementation of **RTI<sup>2</sup>** to promote **positive behavior support** including planning, collaboration, and development of best practices that create a positive learning environment and successful experiences for students with disabilities.

### **Related Activities in Support of Goal 8**

There were no related activities in support of goal 8.

### **Department Support of Goal 8**

The department continues to support the implementation of RTI<sup>2</sup>.

## PART TWO

### STATISTICAL INFORMATION NUMBER OF STUDENTS WITH A DISABILITY

The table below provides a snapshot count of students with disabilities ages 3–21+ receiving services as of December 1 of each school year. This data does not contain duplications and since used in a federal report, does not include the state-defined exceptionality categories of intellectually gifted and functionally delayed.

School Year	2010-11	2011-12	2012-13	2013-14	2014-15
Specific Learning Disability	43,429	44,700	47,040	48,785	48,115
Speech or Language Impairment	33,475	33,693	33,314	33,183	32,903
Other Health Impairment	12,886	13,641	14,360	15,220	15,472
Intellectual Disability (formerly Mental Retardation)	7,600	7,453	7,519	7,504	7,672
Developmental Delay	7,957	8,387	8,814	9,053	9,407
Emotional Disturbance	3,382	3,095	3,299	3,274	3,214
Autism	5,990	6,632	7,317	8,007	8,652
Multiple Disabilities	2,179	2,233	2,214	2,217	2,232
Hearing Impairment	1,513	1,515	1,496	1,455	1,431
Orthopedic/Physical Impairment	815	780	737	695	645
Visual Impairment	731	705	688	648	630
Traumatic Brain Injury	296	303	328	337	343
Deaf-Blindness	10	10	11	9	13
	_____	_____	_____	_____	_____
<b>TOTAL</b>	120,263	123,147	127,407	138,387	130,729

# Statewide SWD Population Data (as of 12/1/2014)

Ages 3-5



## Total by Grade

Grade	Student Count
1	15
K	4640
P3	3050
P4	4822
<b>Grand Total</b>	<b>12527</b>

## Total by Environment

Environment	Student Count
Attend Regular Early Childhood Program at Least 10 Hrs/Week - Receiving Services in EC Loc.	2967
Attend Regular Early Childhood Program at Least 10 Hrs/Week - Receiving Services in Other Loc.	3139
Attend Regular Early Childhood Program Less than 10 Hrs/Week - Receiving Services in EC Loc.	357
Attend Regular Early Childhood Program Less than 10 Hrs/Week - Receiving Services in Other Loc.	530
Home	50
Separate Class	4368
Separate School	90
Residential Facility	4
Service Provider Location	1022
<b>Grand Total</b>	<b>12527</b>

## Total by Disability

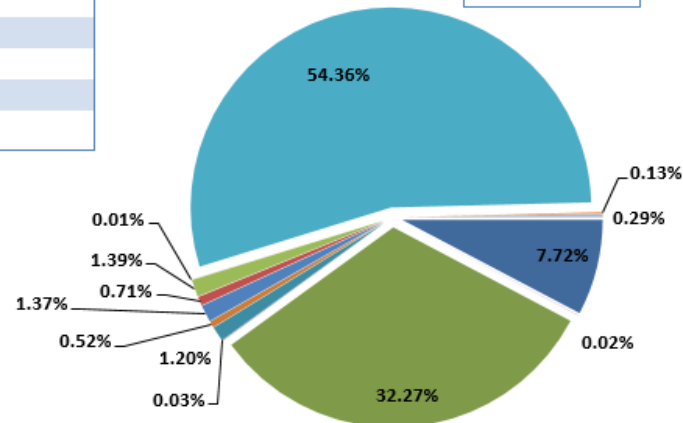
Disability Category	Student Count
Autism	967
Deaf-Blindness	2
Developmental Delay	4042
Emotional Disturbance	4
Hearing Impairments	150
Intellectual Disability	65
Multiple Disabilities	171
Orthopedic Impairments	89
Other Health Impairments	174
Specific Learning Disabilities	1
Speech/Language Impairments	6810
Traumatic Brain Injury	16
Visual Impairments	36
<b>Grand Total</b>	<b>12527</b>

## Total by Gender

Gender	Student Count
F	3877
M	8650
<b>Grand Total</b>	<b>12527</b>

## Disability %

AUTISM	DEAF-BLINDNESS
DEVELOPMENTAL DELAY	EMOTIONAL DISTURBANCE
HEARING IMPAIRMENTS	INTELLECTUAL DISABILITY
MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENTS
OTHER HEALTH IMPAIRMENTS	SPECIFIC LEARNING DISABILITIES
SPEECH OR LANGUAGE IMPAIRMENTS	TRAUMATIC BRAIN INJURY
VISUAL IMPAIRMENTS	





# Statewide SWD Population Data (as of 12/1/2014)

Ages 6-21



Total by Grade

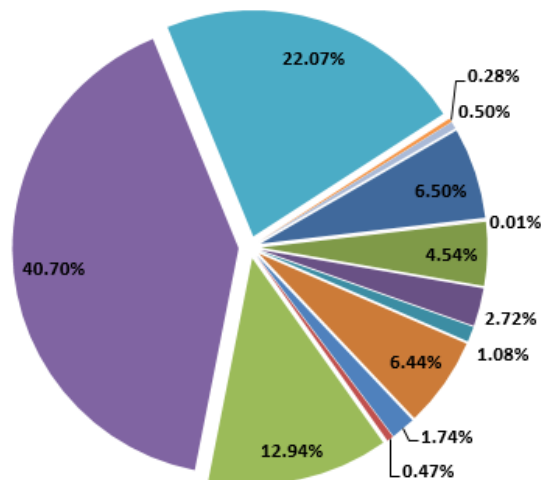
Grade	Student Count
1	8897
2	9693
3	10255
4	10595
5	10625
6	10563
7	10296
8	9955
9	9867
10	8853
11	7751
12	7571
K	3211
1 – Trans.	11
4 – Trans.	1
P4	58
<b>Grand Total</b>	<b>118202</b>

Total by Environment

Environment	Student Count
Correctional Facilities	61
Homebound/Hospital	730
Inside reg. class 40%-79% of day	19496
Inside reg. class 80% or more of day	82818
Inside reg. class less than 40% of day	12692
Parentally Placed in Private School	1025
Residential Facility	366
Separate School	1014
<b>Grand Total</b>	<b>118202</b>

Total by Disability

Disability Category	Student Count
Autism	7685
Deaf-Blindness	11
Developmental Delay	5365
Emotional Disturbance	3210
Hearing Impairments	1281
Intellectual Disability	7607
Multiple Disabilities	2061
Orthopedic Impairments	556
Other Health Impairments	15298
Specific Learning Disabilities	48114
Speech/Language Impairments	26093
Traumatic Brain Injury	327
Visual Impairments	594
<b>Grand Total</b>	<b>118202</b>



Disability %

- AUTISM
- DEAF-BLINDNESS
- DEVELOPMENTAL DELAY
- EMOTIONAL DISTURBANCE
- HEARING IMPAIRMENTS
- INTELLECTUAL DISABILITY
- MULTIPLE DISABILITIES
- ORTHOPEDIC IMPAIRMENTS
- OTHER HEALTH IMPAIRMENTS
- SPECIFIC LEARNING DISABILITIES
- SPEECH OR LANGUAGE IMPAIRMENTS
- TRAUMATIC BRAIN INJURY
- VISUAL IMPAIRMENTS

Total by Gender

Gender	Student Count
F	39967
M	78235
<b>Grand Total</b>	<b>118202</b>